



Guiding Principles and Core Practices RUBRIC

INDICATOR	Not in Practice	Emerging Practice	Established Practice	Sustained high-quality Practice
	No evidence of the practice or isolated instances only	Stated intent or plans but spotty and/or low quality implementation (scattered instances and/or partial implementation)	Stated intent and plan <u>and</u> regular and mostly effective implementation of the majority of planned actions across the majority of the school	Systematic high-quality implementation of stated practices with significant ownership at all levels. Can be sustained through leadership changes.
<p>COMMUNITY The school community is intentionally inclusive: we put relationships first and develop social-emotional competencies to build a strong, safe, and supportive space for all students, staff, and families.</p>				
We prioritize student needs and relationships through systematic student and staff activities, gatherings, and structured meetings.	There are no school-wide systems to ensure that students build peer or staff rapport. As a result many student needs may be unknown, or may only be known to few.	There are emerging school-wide systems or individuals focused on student community, needs, and relationships, but it's not a shared responsibility, and as a result there is limited capacity to know and meet student needs.	School-wide systems are in place to build student rapport and uncover student needs, and implementation is fairly consistent and addresses the majority of student needs, but success may rely on the leadership of a few individuals or may not yet be sustainable across	There are daily structured opportunities for students to build rapport with each other and staff, that include agreed-upon norms and processes centered on student needs and student voice. Collaborative and empathy-focused systems are in place to

			staffing changes.	timely flag, investigate, and address student needs. These systems are wholly owned by the staff and sustainable across leadership changes.
We build a safe and connected community through frequent and intentionally designed small-group and all-school community-building on and off-campus activities	The school occasionally holds staff or student events designed to build community. They are not regular events and rely entirely on the initiative of a few individuals. Because events are infrequent or irregular, the school may not have fully developed a strong sense of community among staff and students.	The school has experimented with and is attempting to sustain a few staff and student rituals that may include either daily, weekly, monthly, or yearly gatherings designed build community among students and staff. These rituals and events depend on the leadership and initiative of a few individuals. Because events are infrequent or irregular, the school may not have fully developed a strong sense of community among staff and students.	The school has established some staff and student rituals including daily, weekly, monthly, and yearly gatherings and events resulting in a measurable sense of connection between and among staff and students. These rituals and events are mostly led by admin or a small group of leaders.	The school has established and annually budgets for several core staff and student rituals including daily, weekly, monthly, and yearly gatherings and events that result in visible and measurable joy, camaraderie, and collaborative problem-solving, unity, interdependence, and a sense of connection. There is shared commitment and leadership across the staff for these rituals and events.
Our teachers teach content AND attend to social and emotional needs and development through curriculum and pedagogy	Social-emotional needs are typically not prioritized in classroom instruction. Teachers frequently send students out for behavioral issues or otherwise struggle to attend to SEL needs alongside the curriculum.	Some teachers proactively address social-emotional needs during classroom instruction, but there are no clear school-wide expectations or support for this practice. Some Teachers frequently send students out for	The leadership team has established clear expectations that SEL should be addressed during classroom instruction, and supports those expectations with resources and professional	Student social-emotional needs are addressed every day in every class through a combination of intentional curriculum design, restorative justice practices, and pedagogy that creates safety, collaboration, and

		behavioral issues or otherwise struggle to attend to SEL needs alongside the curriculum.	development. As a result the majority of teachers are attempting to meet those expectations.	inclusivity
We build community and a sense of connectedness among parents through frequent communication, volunteer opportunities, interactive parenting workshops, and student-led presentations of learning	The school provides occasional parent updates but may not be communicating frequently enough. Volunteer opportunities may be limited or difficult to access for some parents. Parent workshops are rarely offered or have low attendance.	The school provides occasional parent updates as needed. Volunteer opportunities may be limited or difficult to access for some parents. Parent workshops may occasionally be offered but may have low attendance.	The school provides at least monthly parent updates. Volunteer opportunities are numerous and varied to include the maximum participation. Occasional parent workshops address developmentally appropriate topics. Quarterly presentations of learning are designed and led by students.	The school provides at least weekly parent updates. Volunteer opportunities are numerous and varied to include the maximum participation. Quarterly parent workshops address developmentally appropriate topics, and include intentional community-building activities, and are well-attended. Quarterly presentations of learning are designed and led by students.
We build an empathetic, safe, and inclusive community by favoring alternatives to discipline (e.g. restorative justice, circle, in-house suspension, etc.)	No one on staff is formally trained in restorative practices. Infractions are typically addressed through disciplinary action and rarely through restorative justice as an alternative to discipline. There is not a school-wide restorative approach. Disciplinary data may reflect disproportionality and/or and overuse of disciplinary actions to	A few individuals may be trained in restorative justice practices. Infractions are often addressed through disciplinary action and occasionally through restorative justice as an alternative to discipline. There is not a school-wide restorative approach. Disciplinary data may reflect disproportionality and/or and overuse of	A large portion of the staff is competent in restorative justice practices. Those practices are used frequently in class and beyond to build empathy and prevent disciplinary infractions. When harm or infractions occur, the focus of disciplinary action is to maintain safety, restore the community, and social-emotional	The entire staff is competent in restorative justice practices and defaults to that approach rather than disciplinary measures. Those practices are used daily in class and beyond to build empathy and prevent disciplinary infractions. When harm or infractions occur, the focus of disciplinary action is to maintain safety, restore the

	manage behavior.	disciplinary actions to manage behavior.	development of individual students. Disciplinary data is regularly monitored to ensure equity and reflects equitable and minimal disciplinary action.	community, and social-emotional development of individual students. Disciplinary data is regularly monitored to ensure equity and reflects equitable and minimal disciplinary action.
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EXCELLENCE: Instruction reflects high expectations, inspires *curiosity*, builds *critical skills* and promotes *deeper thinking* to close opportunity gaps

Teachers have the autonomy and time to develop relevant standards-based curriculum in collaborative teams	Teachers are not given time to plan in collaborative teams and/or don't have the autonomy or support to do so.	Teachers have some autonomy, but may not have sufficient time or support to collaboratively develop curriculum. Teachers may feel isolated in their practice, or practice across grade-levels or departments is uneven.	Teachers are given autonomy and provided with regularly scheduled time to plan collaboratively, but that time may be less than monthly, or teachers may require more professional development or leadership support to plan effectively.	Structured collaboration time is provided at least monthly for department and grade-level planning, and collaborative teams use effective tools and protocols to develop, review, reflect on, and refine the effectiveness of standards-based instruction. Teacher leadership in collaborative groups sustains the practice.
We engage student curiosity and build critical skills through experiential and project-based exploration and	The curriculum is primarily rote and there are few or no projects or real-world applications. As a result, students are not engaged in project-based learning and struggle to work in collaborative	Some individual teachers implement project-based, collaborative learning, but the practice is not agreed-upon school-wide and teachers don't receive support or professional development	There is a school-wide agreement and professional development support for implementing project-based, collaborative learning. Most teachers use these strategies at least	Students work effectively and frequently in varied collaborative groups to solve meaningful problems that have real-world applications. Their work products reflect rigor and

connections to real world applications	groups.	on those strategies. As a result, most students are not engaged in project-based learning and many may struggle to work in collaborative groups.	occasionally, and as a result all students experience at least a few projects per year and are visibly capable of working in collaborative groups.	self-driven pursuit of knowledge. The school has measurable evidence of the growth in curiosity and critical skills.
We prioritize reflection to maximize student growth.	Students are not given explicit opportunities to reflect on their learning.	Some teachers engage students in reflective activities but because it's not a school-wide expectation, many have not received the professional support they need to do so effectively or regularly.	There is a school-wide expectation about engaging students in reflection on at least a weekly basis. Most teachers are attempting to do so but some may require additional support and PD to make the practice effective and consistent.	Students regularly utilize reflection tools (e.g. rubrics, peer and teacher feedback, journals, etc.) to evaluate, revisit, and revise their work, and to discuss and celebrate their progress with teachers, parents, and peers.
Our assessment systems align to high expectations and distinguish student mastery of academic content from effort.	The assessment system does not distinguish student mastery of academic standards from effort and therefore students grades do not reflect mastery.	Some teachers use varied types of assessments to track standards-based mastery, but many do not and/or their grading confounds effort and compliance with mastery. As a result, the grading sometimes reflects mastery and often does not. Grade inflation is commonplace.	Teachers use varied types of assessments to track standards-based mastery, and implement a school-wide grading system that attempts to separate compliance, completion, and behavior from mastery. Despite this there may be some discrepancies between grades and standardized tests.	Teachers use varied types of assessments to track standards-based mastery, and implement grading systems that separate compliance, completion, and behavior from mastery. Grades align to and predict standardized test scores. Over 70% of students across all subgroups are making academic progress in ELA and Math.

We systematically assess what students need and provide supports to ensure continuous improvement.	Teachers do not regularly check for understanding and are not aware of and don't modify instruction in response to student progress. Many students are developing gaps in their understanding of content.	Teachers may check for understanding but not consistently enough to use that information to modify instruction, or may not know what to do with the data they have. Students are often forced to move on without mastering the prior content.	Most teachers check for understanding daily and attempt to modify instruction based on the data. Some teachers may require additional support on assessment or reteaching strategies. Students frequently have opportunities to master content before moving on in the curriculum.	All teachers check for understanding and mastery daily and regularly modify instruction based on the data. Students consistently have the opportunity to master content before moving on in the curriculum.
	There are limited or inconsistent supports for chronically underperforming students. Achievement gaps are expanding.	There are a few school-wide interventions or supports for chronically underperforming students, but many students are falling through the cracks. Achievement gaps are sustaining or expanding.	The school has designed a multi-tiered system of support that addresses the needs of most chronically underperforming students. Achievement gaps are closing for some subgroups.	The school has a sustainable and thoughtfully designed multi-tiered support and intervention system targeted to meet the needs of all chronically underperforming students. Achievement gaps are closing for all subgroups.
<p>DIVERSITY We build intentionally diverse, welcoming, and equitable learning communities where students and staff develop self-awareness and cultural competence to build a better world.</p>				
We prioritize teacher diversity, equity and inclusion in our recruitment, hiring, compensation, and other policies	Hiring does not prioritize teacher diversity and demographics do not reflect student population. Fewer than 50% of teachers feel welcomed, included, and treated equitably in the	Hiring inconsistently prioritizes teacher diversity and demographics that partially reflect the student population. Between 50-80% of teachers feel welcomed,	Teacher demographics are mostly balanced across gender, racial and ethnic groups and are representative of most student demographics, and at least 80% of staff report that they feel	Teacher demographics are balanced across gender, racial and ethnic groups and are representative of student demographics, and at least 90% of staff report that they feel welcomed, included, and

	school. There may be significant teacher turnover.	included, and treated equitably in the school. There may be significant teacher turnover.	welcomed, included, and treated equitably in the school. Teacher retention is at 80% or more.	treated equitably in the school. Teacher retention is above 80%.
We develop staff cultural competence through facilitated professional development, self-exploration, team building, and reflection	Cultural competence is not attended to in professional development, such that teachers are not growing in this area, and fewer than 30% receive positive cultural competency ratings from students.	Cultural competence is occasionally attended to in professional development, such that some teachers have grown in this area while others have not, and fewer than 50% receive positive cultural competency ratings from students.	Cultural competence is attended to in professional development annually, such that at least 80% of teachers report personal growth, and at least 70% receive positive cultural competency ratings from students.	Cultural competence is regularly attended to in professional development and teacher evaluation, such that at least 90% of teachers report personal growth, and the majority receive positive cultural competency ratings from students.
Our curriculum is culturally relevant and responsive: We engage students in developmentally appropriate anti-bias learning experiences building their capacity to competently engage with issues of identity, power, privilege, and social-justice.	Anti-bias social justice topics are not addressed in the core curriculum or in other non-academic school programs. Teachers are not provided tools or skills in how to facilitate these topics and integrate them into their curriculum such that most students are not conversant on matters of identity, bias, or social justice in their academic and non-academic classes.	Anti-bias, social justice topics are inconsistently addressed within the core curriculum and in other non-academic school programs. Teachers may be uncomfortable or unskilled to facilitate these topics, such that few students can engage in age-appropriate discussions on matters of identity, bias, and social justice.	Anti-bias, social justice topics are frequently addressed at an appropriate developmental level within the core curriculum and in other non-academic school programs, classes, and activities. Teachers are developing skills to facilitate these topics such that most students can engage in age-appropriate discussions on matters of identity, bias, and social justice.	Anti-bias, social justice topics are systematically addressed at an appropriate developmental level within the core curriculum* and in other non-academic school programs, classes, and activities. Teachers are skilled facilitators of these topics in multiple contexts, such that all students can engage in age-appropriate discussions on matters of identity, bias, and social justice.

<p>We consistently monitor and respond to inequities in achievement, behavior, participation, satisfaction, and other outcome measures to close the opportunity gap.</p>	<p>Equity measures and goals are not defined or discussed and therefore the staff is not informed of equity data. The tendency is to take a deficit perspective or blame students.</p>	<p>The school occasionally discusses or examines equity measures but there are no clearly defined goals. When inequities are uncovered they may or may not be addressed and there may be a tendency to blame the students.</p>	<p>Equity measures and goals are defined and understood by the majority of the staff and equity data is reviewed at least quarterly. Any inequities uncovered are immediately discussed staff-wide and addressed.</p>	<p>Equity measures and goals are clearly defined and understood by the entire staff and equity data is reviewed at least quarterly. Any inequities uncovered are immediately discussed staff-wide and addressed. Staff members consistently use an assets-based equity lense in conversations about curriculum, pedagogy, and student needs.</p>
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*Culturally relevant curriculum scorecard: https://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE_Rubric-2018-190110-Revised.pdf

Summarize Your Rubric Ratings:

3 Areas of Strength

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3 Areas of Growth

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What do you think might be an innovation or change that could have the most transformational impact on student outcomes?